


Burnt Tree Primary School



Assessment Policy

Signed by Chair of Governors	
Date	04/03/2025
Review Date	April 2026

Burnt Tree Primary School

Assessment policy

1. Introduction

At Burnt Tree Primary School, we believe that **effective assessment is integral to high-quality teaching and learning**. Our assessment approach ensures that:

- Pupils' progress is effectively monitored and supported.
- Teaching is informed by **ongoing, high-quality formative assessment**.
- Parents, teachers, and pupils receive clear information about **achievement and next steps**.
- The school identifies and supports pupils who need additional help or challenge.
- Assessment is **meaningful, manageable and fair**, avoiding unnecessary workload for teachers.
- National statutory assessment requirements are met.

Our **assessment strategy** consists of:

1. **Formative assessment (Assessment for Learning)** – ongoing assessment to inform teaching.
2. **Summative assessment (Assessment of Learning)** – termly assessments to evaluate attainment and progress.
3. **Nationally standardised summative assessment** – assessments mandated by the Department for Education (DfE).

2. Aims of Assessment

The key aims of assessment at Burnt Tree Primary School are:

- To identify **what pupils know, understand and can do**.
- To support the planning of **next steps in learning**.
- To monitor progress and **set aspirational yet achievable targets**.
- To **identify and support vulnerable learners**, including pupils with SEND and EAL.
- To track and analyse attainment and progress at individual, group and whole-school levels.
- To ensure that assessment processes **support teacher workload rather than add to it**.

3. Responsibilities for Assessment

Governors

- Monitor whole-school data provided by senior leaders.
- Ensure assessment aligns with the school's curriculum and improvement priorities.

Senior Leadership Team (SLT)

- Oversee the effectiveness of assessment strategies.
- Analyse data to **inform school development priorities**.
- Ensure assessment is used consistently across the school.
- Provide **staff training** to maintain high assessment standards.

Teachers

- Use **ongoing formative assessment** to inform planning and teaching.
- Carry out **summative assessments** each term using **NTS assessments** (Years 2-6, Year 1 from Spring term).
- Provide **feedback to pupils** to help them understand their progress and next steps.
- Use **assessment data to inform interventions and additional support** where needed.

Support Staff

- Support teachers in carrying out assessments.
- Provide feedback on pupil progress, particularly for SEND and EAL pupils.

4. Formative Assessment (Assessment for Learning)

Formative assessment takes place daily and is central to effective teaching. It:

- Assesses knowledge, skills and understanding during lessons.
- Identifies **strengths, misconceptions and gaps**.
- Supports **targeted teaching and adaptive learning strategies**.
- Encourages pupils to take ownership of their learning.

Formative Assessment Strategies

A range of formative assessment strategies are used, including:

- **High-order questioning** – Encouraging deep thinking.
- **Flashback Questions** – Revisiting previous learning for retention.
- **Key Questions** – Checking understanding throughout lessons.

- **Marking and feedback** – Including **review blue, good to be green, two stars and a wish, gap tasks, and next steps**.
- **Discussions with pupils** – To gauge understanding and clarify misconceptions.
- **Observations** – Monitoring engagement and learning behaviours.
- **Pupil self-assessment** – Using techniques such as traffic lights, success criteria, and polishing pen.
- **Peer assessment** – Reviewing work against agreed success criteria.
- **Adaptive practice** – Adjusting teaching and tasks dynamically based on assessment outcomes.
- **Regrouping for targeted learning** – Flexibly changing pupil groups based on assessment.
- **Mixed-ability seating and collaboration** – Encouraging peer learning through discussion.

5. Summative Assessment (Assessment of Learning)

Summative assessments provide a **snapshot of attainment and progress** at key points in the year. These help to:

- Track individual and group progress.
- Inform teaching priorities and interventions.
- Identify pupils needing additional challenge or support.
- Provide information for **pupil progress meetings and reports to parents**.

Summative Assessment at Burnt Tree Primary

- **NTS assessments (Years 2-6, Year 1 from Spring)** – Termly assessments in reading and maths.
- **Teacher assessments** – Writing and wider subjects assessed against curriculum objectives.
- **Weekly spelling tests** – Checking spelling patterns and phonics application.
- **Weekly arithmetic tests** – Supporting fluency in number facts.
- **End-of-unit quizzes** – Assessing retention of key learning.
- **SEND assessments** – Additional diagnostic assessments as needed.

Summative assessments are conducted **in Autumn, Spring and Summer terms**.

6. Nationally Standardised Summative Assessment

We administer the following **DfE statutory assessments**:

- **Reception Baseline Assessment (RBA)** – Within the first 6 weeks of starting school.
- **Phonics Screening Check (Year 1, and Year 2 retakes)**.
- **Key Stage 1 Assessments (Optional)** – Internal teacher assessments in Year 2.
- **Year 4 Multiplication Tables Check (MTC)**.

- **End of Key Stage 2 SATs (Year 6).**

We ensure all statutory assessments are carried out in line with government guidance.

7. Assessment for New Pupils

- Pupils joining mid-year are assessed using **prior attainment data** (where available).
 - A **baseline assessment** is conducted within **two weeks** of arrival.
 - EAL pupils are assessed using a **proficiency in English assessment**, in line with DfE requirements.
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8. Recording & Tracking Assessment

Assessment data is recorded on **Insight Tracking**, which allows:

- **Real-time tracking** of individual and group progress.
 - **Analysis of attainment gaps**, particularly for SEND, EAL and disadvantaged pupils.
 - **Moderation of teacher assessments** within school and across local networks.
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9. Pupil Progress Meetings

Following each assessment period, **teachers meet with SLT** to:

- Analyse **attainment and progress**.
 - Identify **gaps in learning** and plan interventions.
 - Discuss **individual support plans for underperforming pupils**.
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10. Reporting to Parents

- Parents receive **one report per year** outlining progress and attainment.
 - Formal **parents' evenings** are held **twice per year with an additional drop in session at the end of the school year**.
 - Teachers provide **ongoing feedback** through homework, classwork and informal discussions.
 - **End-of-year reports** summarise **statutory assessment results** where applicable.
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11. Staff Training and Moderation

- Staff receive regular **training on assessment strategies**.
- **Moderation of assessments** takes place **internally and with local schools**.
- EYFS, English and Maths staff attend **Local Authority assessment moderation sessions**.